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ABSTRACT

This three-part document examines Project Change, an early childhood and developmental education graduate program funded by the U. S. Office of Education. Purposes of the project were to develop a Master's program for teachers of young children ages 3-10 and to work with teachers and schools in central New York to develop good educational programs. According to the introduction, Project Change approaches both teacher education and change in the schools through (a) developmental methods, (b) efforts aimed at instilling teachers with a feeling of control over their own destiny, and (c) stressing the idea that performance-based teacher education must be person-centered. Part one describes the history of the project, rationale for its development, and its evaluation. Part two examines the continuation of the project through the degree program, summer and fall institutes, self-instructional modules, field-based courses, and a teacher advisory service. Other support systems include: (a) teacher-parent resource center; (b) target schools for long-term inservice development; (c) demonstration programs for children; and (d) dissemination methods. Part three presents evidence regarding the completion of training developments. (JS)

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I. Introduction

A. HISTORY OF PROJECT CHANGE

Project Change is an early childhood and developmental education graduate program that has been funded since 1970 for a total of a half-million dollars by the U.S. Office of Education. Its purpose has been two-fold: (1) to develop a Master's program for teachers of young children (ages 3-10) and (2) to work directly with teachers and schools in a 9-county region in Central New York to support the development of good educational programs. The Project's academic programs have been fully institutionalized. Since spring, 1974, Project Change has also received grant funds from the Bureau of Inservice Education of the New York State Education Department for the development of a College-based Teachers' Center to serve the inservice education needs of regional schools.

B. PROJECT PHILOSOPHY

Project Change's approach to both teacher education and change in the schools is first of all developmental, based on the premise that the same principles that hold for children's learning and development also hold for the learning and development of teachers. Teachers, like children, learn best when they are active rather than passive; pooling their resources rather than competing; experimenting and creating; making choices and taking a good deal of responsibility for their own learning; and gaining a deepened sense of their own capacities as learners. Second, the Project believes that a basic objective of teacher education must be to create the conditions under which teachers develop a heightened sense of personal control over their own destiny, believing that they are in control of what happens to them, that they can make an impact on their environment, that they have the resources for success within themselves. Third, Project Change holds that performance-based teacher education must be fundamentally person-centered, allowing teachers to choose personally meaningful competencies, expecting carefully documented growth and achievement in new areas of effort, but avoiding standardized, predetermined criteria of success or failure in a given competency area.

C. PROJECT EVALUATION

The Project's programs have been positively evaluated by participating teachers and shown to be effective by a research study on Project courses and the behavior of graduates of the program (see Section III). In 1973, Project Change's entry in national competition received the Distinguished Achievement Award for Excellence in Teacher Education from the American Association of Colleges for Teacher Education.

II. Progress toward Objectives Written into the 1974-75 Continuation Grant

This section presents evidence of progress toward objectives as set forth in the May 3, 1974, proposal for "The Continuation of Project Change, 1974-75 Operational Year."

A. INSTITUTIONALIZATION OF PROJECT CHANGE

1. Identification of the mission of Project Change

Under the auspices of the continuation grant, Project Change has functioned as a "Center for Educational Change and Early Childhood Teacher Education," with a mission of "creating support systems for the development of person-centered education." Three major lines of effort comprise the work of the Project:

a. a Master's Degree program for teachers of preschool and elementary school children which attempts to model an open, person-centered process of education, and to develop leadership potential in teachers and a sense of "internal control" over their own professional destiny;

b. The Grass Roots Teacher-Parent Resource Center (a collaborative effort with teachers, parents, and Campus School faculty) serving as workshop center, ideas bank, recycle center, and informal gathering place for area teachers and parents interested in personal development and educational change; and

c. a Field Advisory Service, working with individual teachers, small groups of teachers, administrators, and schools in a 9- county urban and rural region in central New York, and providing services such as classroom observation, workshops, assistance in beginning teachers' centers, and long-term support for professional development and school redesign.

2. Relationships of Project Change within the Division of Education

   a. Department of Education. Faculty positions for Project staff are lines in the Education Department. It is through the Education Department that all of the Project's academic programs are offered.

   b. Institute for Experimentation in Teacher Education. The College's Campus School is now being developed into an Institute for Experimentation in Teacher Education with a mission similar to that defined for Project Change above. Thus a mutually supportive relationship between the two is anticipated. Project Change and the Campus School have in the past co-sponsored a number of experimental efforts in inservice teacher education.

3. Institutional Provision of Space

Project Change presently occupies space -- including a suite of offices, a workshop room, a meeting area for courses, a recycle center, and a teachers' store -- offered for these purposes by the College's Campus School.

4. Resources for the Institutionalization of Project Change

   a. Internal (College) Resources

*Since the time of the submission of the May 3, 1974, grant proposal, SUNY granted $25,000 to the College at Cortland to support the institutionalization of Project Change. This allowed the assimilation of two Project Change staff (Susan Dalziel and Thomas Lickona) to Education Department positions, bringing to three the number of assimilated early childhood staff. The SUNY allocation also included $6,000 in support monies for Project Change operating costs for the 1974-75 academic year.

*To enable the director of Project Change to meet his administrative responsibilities (grants management, staff coordination, program planning and innovation, reports and evaluation, dissemination, public relations, solicitation of external support), the Education Department has provided 6 hours released time each semester for Project administration. Other staff members have each received 3 hours released time per semester in support of their participation in special Project activities such as field work in the schools, academic program innovation, design of instructional materials, dissemination, and so on.

b. External Resources (outside funding)

In view of limited internal resources, the full-scale operation of an institutionalized Project Change will require external support as well. As the EPDA grant expires, the Project has sought support from the following outside sources:

(1) The New York State Education Department: The Bureau of Inservice Education of the N.Y.S. Education Department has funded a Project proposal for inservice education and teachers' center development for $10,000 for the 1975-76 operating year.

(2) Two local school districts are sharing up to 50% of the cost of a Project Change field-based course, an inservice program based in the host district and tailored to local needs. Another district has made tentative projections of full support of the cost of a variety of in-service programs to be provided in the coming year.

(3) In collaboration with a district previously involved in the Project's EPDA fellowship program, Project Change is now developing a proposal for a $300,000-a-year Teacher Corps Project with a focus on developmental moral education, to be submitted in January, 1976.

(4) In November of 1974 the Project received a two-day field visit from the Ford Foundation with a favorable follow-up evaluation. We are continuing to develop proposals for foundation support.

B. CONTINUING DEVELOPMENT OF EARLY CHILDHOOD ACADEMIC PROGRAMS

1. Identification and Training of a Core Group of Early Childhood Education Graduate Students: The Summer Institute

Summer, 1974, marked the first program period when Project Change no longer had a clientele of EPDA grant-sponsored fellowship trainees. Our intent, however, was to continue to identify and train highly committed teachers in the central New York area in such a way as to achieve impact on their classrooms and schools.

The Project therefore mounted a 5-week Summer Institute in Developing a Child-Centered Classroom, supported jointly by the College's Education Department, the Campus School, the New York State Education Department, and the USOE grant. Over 60 teachers, preschool through 6th grade, many in teams from the same school, participated in the intensive, all-day, 6-credit hour training experience. Among the Institute staff were many graduates of the EPDA fellowship program, now functioning in a leadership role. The competency objectives of the Institute, as well as the methods of monitoring the learning of participants, are described in Table 1. Written teacher evaluations of the Institute were highly positive; many rated it "an excellent course," "one of the most valuable educational experiences" of their career.

Here are excerpts from 3 teachers' evaluation of their experience in the Summer Institute:

> It was most valuable for me to meet and talk one-to-one with so many great teachers -- all the Project teachers who explained so clearly what we were going to experience when we returned to our schools, how we could deal with the inevitable problems. They were a note of realism in a whole symphony of theory and idealism. Theory and ideals make me feel insecure and incapable without learning the practice. I could never have believed that change of this sort was possible if I had not heard about it and seen it done as it's done every day by practicing teachers.
>
> * * * *
>
> The individual staff associate relationship and the Piaget lectures and the math workshops were the most valuable for me, not only for the content of fact but for the way the material was presented, which called for deep thought in order to integrate or internalize the ideas offered. I especially enjoyed writing the daily journal, which forced me to review the important parts of the day, to put them into perspective and to internalize them more fully before I could express my own reactions to them.... I also appreciated the thoughtfulness and concentration that the staff showed in response to my questions and those of others.

> I really had the feeling that the Institute was a sharing and growing experience for everybody. I recognized the change taking place in my own thought, and loved the "Ah, Ha !" feeling I got when things fell into place.
>
> * * * *
>
> I feel like a little kid who has just had her first birthday party and now all her friends have gone home and she is alone with all the presents they gave her. Now that the Institute is over and I have my feet back on the ground, I can truly feel the effect it had on me. I was totally involved in what has definitely been the most rewarding educational experience ever, for me.

Participants in the Summer Institute were encouraged to enroll in the 6-credit hour Fall Institute (described below) and 23 teachers did so. They were joined in the Fall experience by another 23 new students. These teachers, through their involvement in the academic Institutes, emerged as the "committed core" of a growing number of graduate students taking the Project's early childhood education concentration within the Education Department's Master's Degree program. The Summer and Fall Institutes are being continued as a way of generating the kind of in-depth involvement that the fellowship training program had found was an important condition for teachers' professional growth and impact on the schools.

2. Development of Alternative Academic Formats During the Academic Semester: The Fall Institute

In the fall of this past year (1974), the Institute format was for the first time extended into the regular academic semester. The Project's Fall Institute in Personal Investigation represented a major structural change in our academic programing. It was team taught by the Project's regular faculty and supplementary resource persons including a woodworking instructor, a photographer, a weaver, a poet, and a crafts specialist. Faculty from other College Departments did guest workshops in areas such as behavior modification and cultural enthnocentrism. In all, over a dozen persons lent their talents to offering a multi-faceted educational experience that aimed to be an open classroom for adults.

The Fall Institute achieved the best blend to date of the Project's teachers' center and academic program functions. During a five-hour period each Wednesday night, 45 area teachers used the "Grass

COMPETENCIES	ASSESSMENT: Procedure and Conditions	ILLUSTRA (Assessm

TABLE 1: THE SUMMER INSTITU

Program Experience: Summer Institute in Developing a Child-Centered Classroom (all-day, 5-week experience for 45-60 preschool and elementary teachers)

1. Develops Master Plan for organization and development of a more child-centered classroom, for implementation upon return to teaching in the fall

   1.1 Diagnoses present structure and needs of own classroom

   1.2 Critically analyzes and synthesizes diverse experiences of Institute into personally meaningful, coherent whole

   1.3 Plans relatively specific program goals for 1st 3 mos. of school year, and more general goals for whole year, including developmentally based goals for children

   1.4 Plans "stages of development," or graduated steps, for change in classroom

   1.5 Plans so as to take into account all relevant dimensions of classroom (time, space, materials, teacher's role, social interaction patterns)

   1.6 Implements Master Plan upon return to teaching, evaluates sucesses and problems, & makes appropriate changes

Staff Associate Meetings: Student selects a member of Institute staff as Associate, meets individually with Associate for at least 1 hour each week; Associate serves as resource person, helps students set goals, reflect upon and integrate Institute experiences, and evaluate progress toward formulation of Master Plan in a supportive manner.

Student Journal: Each Institute participant keeps an ongoing journal of critical reflections on the Institute experiences and on growth both as a teacher and a person; this written documentation of development is submitted at the beginning of each week to the Staff Associate, who reads the journal and provides written comments to the participant pertaining both to the clarity of expression of thought and to substantive issues.

Master Plan Report: Submitted to Staff Associate at beginning of 5th week of Institute and evaluated by that person according to guidelines expressed in competencies on left; returned with comments to student.

Fall Field Visit: Classroom observation and conference by member of staff to review with teacher self-diagnosis of Master Plan implementation and help devise strategies for problem-solving, followed one month later by teacher report on implemented changes.

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TABLE 1: THE SUMMER INSTITUTE

ASSESSMENT: Procedure and Conditions	ILLUSTRATIVE PERFORMANCE (Assessment Criteria)
Staff Associate Meetings: Student selects a member of Institute staff as Associate, meets individually with Associate for at least 1 hour each week; Associate serves as resource person, helps students set goals, reflect upon and integrate Institute experiences, and evaluate progress toward formulation of Master Plan in a supportive manner.	A second-grade teacher from a conservative rural school district enrolls in the Summer Institute out of her desire to develop a classroom where learning is more interesting and enjoyable for the children. For a Staff Associate, she chooses a teacher graduate of Project Change who is serving on the summer staff and who has had experience at the second-grade level. For their 1st Associate meeting, the Institute participant prepares a diagnosis of her present classroom that includes a spatial diagram of the room, schedule for typical day & week, major curriculum goals & goals for the development of children, features of the classroom that are fixed and those that can be changed, record-keeping or evaluation system, and goals for developing the classroom through the Summer Institute.
Student Journal: Each Institute participant keeps an ongoing journal of critical reflections on the Institute experiences and on growth both as a teacher and a person; this written documentation of development is submitted at the beginning of each week to the Staff Associate, who reads the journal and provides written comments to the participant pertaining both to the clarity of expression of thought and to substantive issues.	
Master Plan Report: Submitted to Staff Associate at beginning of 5th week of Institute and evaluated by that person according to guidelines expressed in competencies on left; returned with comments to student.	Having decided to focus on designing a materials and project-based mathematics program, the concentrates in her journal and Staff Associate meetings on incorporating what she is learning in the math workshops series and the Piaget lectures and seminars on the growth of the child's understanding of number. The Associate helps her to see that it is not enough simply to have manipulative materials, but that the materials (cont.)
Fall Field Visit: Classroom observation and conference by member of staff to review with teacher self-diagnosis of Master Plan implementation and help devise strategies for problem-solving, followed one month later by teacher report on implemented changes.	

COMPETENCIES	ASSESSMENT: Procedure and Conditions	ILLUSTRATIVE PERFORMA (Assessment Criteria)
Program Experience: Summer Institute (cont.)		must be rich in potential u capacity to challenge chil stood by the teacher so th the development of childre questioning and observing actively involved in the c with the materials. The In having had discipline prob during the past year, also integrate methods for deve behavior (from the Institu into her plan for classroo she works out a new space ment as a mathematics inte fies the kinds of activiti have happening in that cen months of school. For year children, she assigns high ment of ability to work co independently with materia in solving problems, and t with peers and to deal wit aggressive ways when it oc worked into the teacher's and implemented in the fal member visits in mid-Octob classroom observation to d feels as a need for better and more effective forms o what the staff member sees the mathematics materials rather than simply having center or be part of a sma month later the teacher wr person on how she has fare ideas that came from their
2. Articulates an understanding of the theory and research of Jean Piaget as a theoretical foundation for the open classroom		Take-Home Examination: Student writes take-home examination, d beginning of the Institute but completed at the end, in respon (1) Explain, as you would to a parent, fellow teacher, or prin of Piaget to education; (2) How has your understanding of Pia teaching ? (3) (Choice of one of four other questions). Exams instructor.

THE SUMMER INSTITUTE (cont.)

ASSESSMENT: Procedure and Conditions	ILLUSTRATIVE PERFORMANCE (Assessment Criteria)

INSTITUTE (cont.)

must be rich in potential uses, have the capacity to challenge children, and be understood by the teacher so that she can facilitate the development of children's thinking by questioning and observing and otherwise being actively involved in the child's interaction with the materials. The Institute participant, having had discipline problems with her class during the past year, also makes an effort to integrate methods for developing prosocial behavior (from the Institute seminar on discipline) into her plan for classroom change. Similarly, she works out a new space in the room for development as a mathematics interest center and identifies the kinds of activities she would like to have happening in that center during the 1st 3 months of school. For year-long goals for her children, she assigns high priority to development of ability to work constructively and independently with materials, to be resourceful in solving problems, and to work cooperatively with peers and to deal with conflict in non-aggressive ways when it occurs. All of this is worked into the teacher's Master Plan Report and implemented in the fall. A Project staff member visits in mid-October and confers after classroom observation to discuss what the teacher feels as a need for better questioning techniques and more effective forms of behavior control and what the staff member sees as a need to work the mathematics materials into interesting projects rather than simply having them available in the center or be part of a small-group lesson. One month later the teacher writes to the staff person on how she has fared in trying out the ideas that came from their October conference.

Take-Home Examination: Student writes take-home examination, distributed at the beginning of the Institute but completed at the end, in response to 3 questions: (1) Explain, as you would to a parent, fellow teacher, or principal, the relevance of Piaget to education; (2) How has your understanding of Piaget changed your teaching ? (3) (Choice of one of four other questions). Exams reviewed by Piaget instructor.

Roots" Teachers' Center in a wide range of simultaneously occurring activities: structured workshops, some pursuing in-depth a topic such as language arts or moral development; one-shot "start-ups" to spark interest in an area such as photography or candle-making; conferences; individual projects; materials-making; reading; and spontaneous sharing of problems and ideas with other teachers. Participants were required to give structure and depth to their learning by doing a Personal Investigation interweaving three strands: (1) development of self (new adult skills or self-knowledge), (2) learning about children (their styles of learning, stages of development), and (3) learning about teaching (applications to classroom development). In addition, participants were expected to document their learning through a journal, a graphic representation for display, and a "Personal Profile" of their semester-long investigation.

At the end of the semester, participants were asked the question, "What for you were the most valuable features of the Fall Institute experience?" These are sample responses:

> In Project Change I feel deeply respected as an individual. I feel we are all equals -- staff and students. I am learning a fantastic amount of information, not only through the staff but through talking with other experienced teachers. We are finally in a learning situation where we are allowed to follow our needs rather than what the instructor thinks we need.... Due to the tremendous stimulation of the Institute, I am spending long hours at school. I am the best teacher I've ever been. Yesterday I conferenced with 15 parents, and every parent said their child loves school and some said they want to come even when they're sick!

* * * *

> An open and free environment like the Fall Institute requires more from a teacher, particularly in preparation, but the rewards are greater -- and the most important aspect is in the learner with a life-time of discovering and satisfaction. ...For the first time in my entire life I have been put in a situation where my own self-discipline has been tested. For the first time in my life as a teacher I was tested in the same way that I evaluated the children in my class -- growth in self-discipline. I have become a better teacher as a result...I will miss the association with the greatest group of people I have ever known.

* * * *

Having a very traditional background in my own school experience and in my teacher training, I had never realized many of the problems which confront children in an "open" classroom -- such as making choices, using time wisely, communicating effectively with another human being, and becoming so engrossed in an activity that it is frustrating to stop. I had read about all of this, but reading about it and experiencing it firsthand are two different matters. The entire Fall Institute has made me more aware of my own feelings, made me more tolerant and aware of the feelings of the children I teach, and I can see that my being aware has made a difference in my relationship with the children and their relationship with one another.

* * * *

Constant examination of myself as a learner and as a teacher. I also developed a strong need for "personal time" in my own life -- apart from my teaching. I felt frustrations in dealing with myself as a learner, and thus I discovered many new insights about myself. This in turn led to a greater understanding of my children and their learning styles and needs.

* * * *

It was an opportunity to look at myself, my teaching, my own moral development. It was time to think about who I am and where I am going. It was an opportunity to talk to other teachers.

* * * *

For me the most valuable part of the institute has been the experience of being with people -- staff and students -- who have really tried so hard -- to be honest and open, supportive in success and failure. People who were willing to jump so totally into a new experience and try to be honest about what it all means.

* * * *

> The great exposure to many talents and classroom ideas that can be used in a variety of ways. It was also the first time that I, as a college student, examined my own ideas, set my own goals, read what I wanted. I now see frustration as valuable learning. I am almost what I have decided a self-directed learner is.
>
> * * * *
>
> It made me more reflective about myself, especially as a learner and a thinker. I don't think I had ever questioned myself enough to really become a critical thinker. It's hard to encourage children to think critically when you don't do it yourself.
>
> * * * *
>
> The relaxed atmosphere, having four people who were genuinely interested in every student and what they were doing...
>
> * * * *
>
> The opportunity to investigate many things independent of anyone else. I followed my own "drum beat." I made finger puppets, experimented with drawing and music, made many math games, attended language arts sessions, read, and last but not least, loved talking openly and freely with other teachers from all different areas and grade levels. We shared ideas, took notes, and so on. I feel my classroom is a collection of ideas from Syracuse to Binghamton!

Staff and participants also identified shortcomings in the Institute structure (there needed to be more consistent personal contact between staff and students, for example). Recommendations for improvement will be incorporated into the new Summer Institute in Personal Learning and Classroom Development, which will be a synthesis of the best of the old summer and fall institutes.

3. Development of Self-Instructional Modules

With support provided by the federal grant and the College's Education Department, David Young of the early childhood education faculty is working ½-time during the spring 1975 semester on the design of self-instructional modules. These will be resources for:

(a) early childhood and other Education Department courses
(b) independent study
(c) on-site inservice training in regional schools.

Two Project Change teacher graduates, a 3rd and a 5th grade teacher, are presently collaborating with Dr. Young on the development of these multi-media modules, the first of which will acquaint the user with resources for the design of the physical classroom environment (a slide-tape overview, books, resource people, good places to visit, research findings, videotapes of classrooms, interviews with teachers). Other modules scheduled for development include Behavior Modification, Designing an Adventure Playground, and Piaget and Education, and will involve resource persons from the Education and Psychology Departments in their design and use.

The structure of these modules is diagramed in Figure 1.

4. Development of Field-Based Academic Courses

A goal in institutionalizing Project Change is to develop the full potential of the academic program as an instrument for changing the schools. One way of doing this is to move a course into a school.

The Harpursville course. Susan Dalziel, the Project's Field Coordinator during the fellowship training program, is now teaching through the Education Department a year-long field-based course in Harpursville Elementary School. This course, planned in conjunction with the principal and teachers of that school, builds on the base of Harpursville's previous participation in the Project's EPDA training programs.

Harpursville teachers from the secondary level as well as the elementary level have participated. The course focuses on individual teachers, their classrooms, and what it takes to create a child-centered learning environment (space) and/or a learning experience. A learning environment is defined as a reading corner, a private study space, a mathematics lab, a learning center, an interest area, etc. A learning experience is defined as materials, an integrated unit, a project, an approach to teaching, the content of a learning center or interest area, activities for a more child-centered curriculum area.

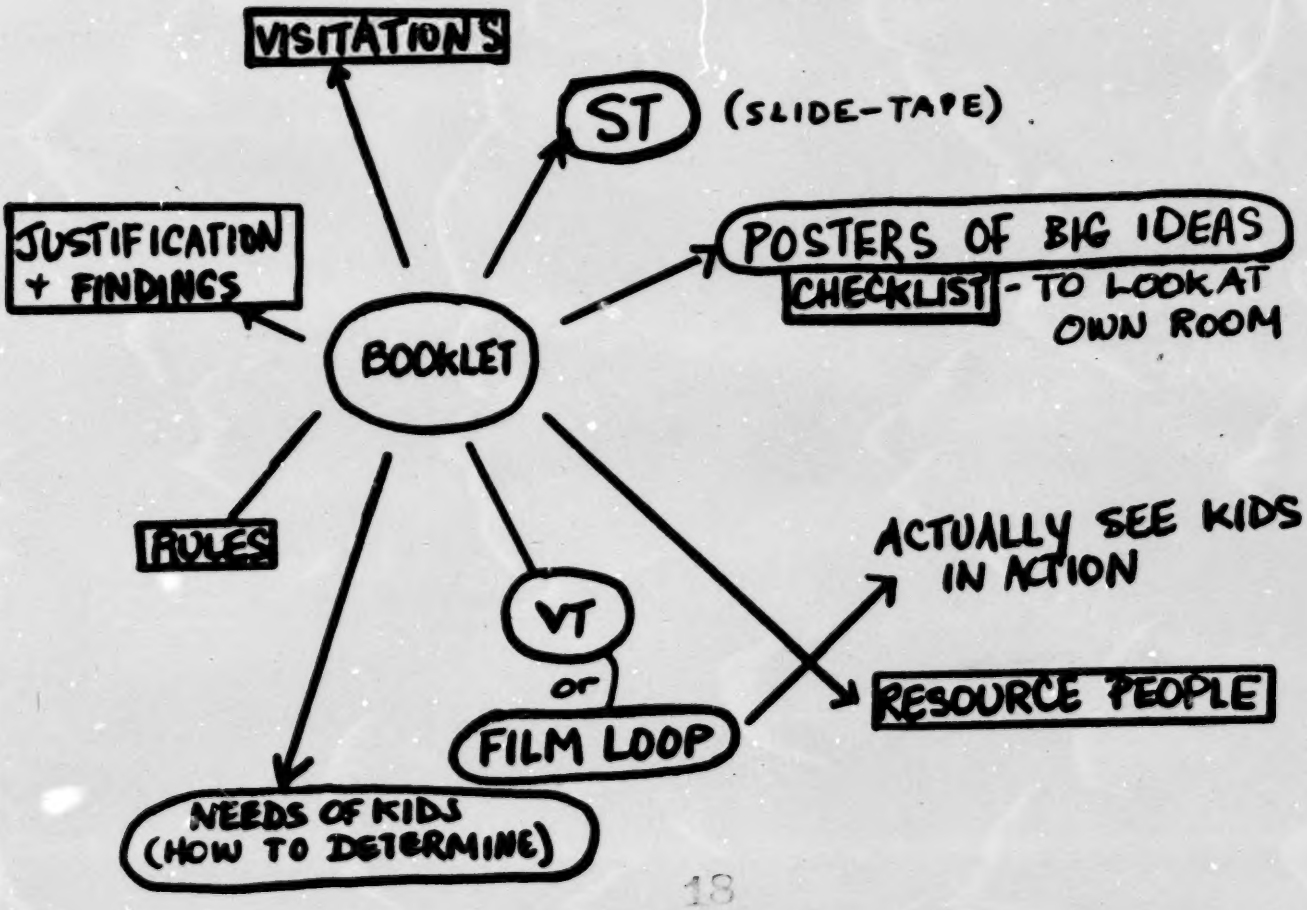
FIGURE 1

MODULES DESIGN

1. slide- tape introduction with
   A. surveys content
   B. quick rationale
   C. introduces topic- broad overview

} MOTIVATOR

booklet- instruction---------- BIG IDEAS
drawings of possible classrooms



Following an initial class at Cortland's Grass Roots Teachers' Center, each teacher decided on a course project -- either a physical space to design for the classroom, or a learning experience to enrich the curriculum. In addition, each teacher prepared for the instructor a list of materials and resources needed to assist the student's work on the project. The instructor, with the help of course members, spent the next few weeks gathering those materials. In the meantime, on Monday of each week the instructor was available in the school as a consultant for those taking the course, to discuss and share any aspect of classroom teaching and learning.

When all the necessary materials were gathered, class sessions were scheduled on Monday afternoons to work on course projects. During class time the instructor has been available for individual conferences, small group meetings on common concerns, and assistance on projects. The Harpursville field-based course has thus evolved like a teachers' center, using the instructor as a resource person to help prepare the learning environment and to help individual teachers meet their self-defined needs in a variety of ways.

The Jordan-Elbridge course. Ms. Dalziel has also met with the staff of another Project Change school, Jordan-Elbridge, where teachers have helped to plan and facilitate the approval of a field-based course for the 1975-76 academic year. This one will focus on helping teachers establish a child-centered, materials-based mathematics program in their classrooms.

The Ithaca course. Still another field-based course is being mounted this spring, 1975, in the Ithaca school district by two Project Change graduates, John and Ann Caren. They have both established reputations as outstanding elementary school teachers and have previously participated on the Project's Summer Institute and field support staff. Their field-based course has enrolled 25 teachers in teams from Ithaca schools; 50% of the cost for instruction and materials is being financed by the Ithaca district, with matching funds from the Project's federal grant.

Documentation describing and evaluating these field-based courses is being carried out on all of the above efforts and will be disseminated to the College and to other teacher education programs.

C. DEVELOPMENT OF MORE EFFECTIVE SUPPORT SYSTEMS FOR CHANGE IN THE SCHOOLS

The academic programs alone cannot do the whole job of providing the necessary support for change in the schools. The Project's Continuation Grant Proposal identified two other kinds of support activities as objectives for the final year of funding: (1) the continuing development of a many-faceted Teacher-Parent Resource Center, and (2) the selection of a small number of target schools for in-depth, long-term inservice involvement.

INTERIM PROGRESS REPORT, PROJECT CHANGE

1. Development of a Teacher-Parent Resource Center as a Support System

A major vehicle for institutionalizing Project Change has been the Grass Roots Teacher-Parent Resource Center. It is jointly supported by the State University, the State Education Department, and the College's Campus School. Its functions are many:

a. Workshop Center. The Grass Roots' most visible activity is its monthly calendar of workshops and displays offering a diversity of opportunities for personal and professional development for teachers and parents. This calendar is mailed to members of the Center, to the Cortland community, to all schools in Central New York, and to other teachers' centers around the country. A sample calendar is provided on the following pages. Scores of teachers and parents have used the facility of the Center through workshops this year. Sample feedback from participants:

> "I've gotten so many ideas from these workshops that I've used with my children."
>
> "Displays in the Center are lovely... they always look so inviting."
>
> "I'm from Massachusetts and have visited many teachers' centers. Yours is outstanding. I will be back."
>
> "It was a great idea to offer workshops over school vacation. I come from Syracuse and don't think I would have been able to come down on a Saturday or school day."
>
> "The 'crafty assortment' workshop was a wonderful success. Many ideas were demonstrated that can be used in the classroom. Bears repeating -- especially valuable for beginning teachers."
>
> "An excellent workshop in a very casual atmosphere. You were able to learn at your own pace...people were most helpful...very informative."

TEACHER - PARENT RESOURCE CENTER

Project Change SUNY Cortland 16

Cornish Hall C-21

(607) 753-2326

Center Hours: Mon. - Fri. 10am - 7pm
Saturdays 9am - 2:30pm
Evenings as scheduled or upon request

MARCH - APRIL 1975

WEEK OF Mar. 1

Saturday, Mar. 1 10 a.m.-2 p.m.

DRAMATICS

Carol Burke 10 a.m.-noon
Active involvement session including role playing and putting on plays.

CREATIVE LANGUAGE ARTS ACTIVITIES

Jeff Gebhardt PUPPETS noon-2 p.m.
Make N' Take Workshop using a variety of materials. Discussion of ways to use puppets with children.

WEEK OF Mar. 3-8

Wed., Mar. 5 7:30 p.m.
NO WINNERS - NO LOSERS

Angela Thurlow will lead the discussion on ways to talk with children. Of special interest to parents and teachers.

Thurs., Mar. 6 7:30 pm
A WINE n' CHEESE PARTY

To be held in honor of Charter Members of the Grass Roots Teacher - Parent Center. All members are invited and may bring a guest.

Sat., Mar. 8 10 a.m.-2 p.m.
PROFESSIONAL SMORGASBÖRD PART I

choose one: 10 a.m.-noon
*Parents as Resources--G. Dudko
*Phun with Photography-J. Hall
choose one: noon-2 p.m.
*Auditory Skills--D. Schramm
*Simulation Games--J. Wilmer

WEEK OF Mar. 10-15

Wed. Mar., 12 9:30-11:30 a.m.
Children and their parents are invited to a happy UNBIRTHDAY PARTY. No presents, just lots of fun. Decorate cupcakes and party hats!

David Kleinstuber 4:30-7:00 p.m.
of NYSUT will hold a SEMINAR ON TEACHERS' RIGHTS. What are the rights of professional educators? Find out for yourself!

Thurs. Mar. 13 1-8 p.m.
An ADMINISTRATORS' CONFERENCE jointly sponsored by Project Change & Region #9 of SAANYS will be held in the Center. Sessions are open; call for more information.

Sat. Mar. 15 10-2 p.m.
A CRAFTY ASSORTMENT
Choose from macramé, rug hooking, sock dolls, needlepoint, patchwork, crewel, and batik. Supplies will be available for this make n' take.

WEEK OF Mar. 17-22

Wed., Mar. 19 11 a.m.-1 p.m.
SCIENCE EXPERIMENTS YOU CAN EAT

Peg Hasch will lead a group of parents and children in a series of science adventures with food. Plan to stay for lunch as the experiments will be edible. (Hopefully!)

Sat., Mar. 22 10 a.m.-noon
OPEN ED: HOW TO

A two hour session on Stages in Opening Up a Classroom hosted by several area teachers will be followed by two one-hour presentations Record Keeping and Meeting Individual Needs. These two workshops will be repeated.

WEEK OF Mar. 24-29

The College has SPRING RECESS during this week so the Grass Roots is officially closed. If you would like to use the Center, please call.

DISPLAYS IN THE CENTER DURING MARCH & APRIL

WINDY MARCH IDEAS
-parachutes
-kites
-weather instru-

PUPPETS
Simple to sophisticated. Make some or come

EASTER EGGS
A score of things to do: games, crafts, and hatch-

CRAFTS
Samples, supplies, and directions for making a variety

SEEDS N' PLANTS
-terraria
-seed starters
-plant propagation
All using scrounge

WEEK OF April 1-5	Sat., April 5 10 a.m.- 2 p.m. 10-noon choose one: *Motor Development Activities with Alice van der Meulen *How to Start a Nursery School with Laurel Hodgeson		PROFESSIONAL SMORGASBÖRD PART II noon-2 p.m. choose one: *Behavior Modification with Bill Hopkins *Practical Applications of Piaget with Tom Lickona
WEEK OF April 7-12	9:30-11:30 a.m. SMOKEY THE BEAR will visit the Center to talk to children and their parents about fire prevention and protecting forest animals. He will show a movie also. Bring a camera if you'd like.	Wed., April 9 4:30-7 p.m. Ann Caren will speak to teachers about DOCUMENTING CLASSROOM PROGRAMS and REPORTING TO PARENTS. Bring a sandwich to munch and some ideas to share!	Sat., April 12 10 a.m.-2p.m. SCIENCE FOR NON SCIENTISTS with Peggy Hasch. The purpose of science should be to foster critical thinking. A variety of interest areas (air, water, pendulums, etc.) will be set up to do just that. Come explore.
WEEK OF April 14-19	Thurs., April 17 3:30-5:30p.m. BASIC EQUIPMENT (for child-centered, activity-oriented classrooms) PART I A discussion of "what's basic" to a good classroom will be followed by a make n' take workshop (measurement kits, game boards, etc.)		Sat., April 19 10-2 p.m. OUTDOOR EDUCATION with Carol & John Morris. Come dressed to spend a few hours outdoors (rain or shine!). Practical activities and ideas for using the outdoors to make learning more meaningful.
WEEK OF April 21-26	Wed., April 23 9:30-11:30 ENJOY THE OUT-OF-DOORS WITH YOUR CHILD Take a nature walk with J. Fowler, Outdoor Education Specialist. He'll help with the "what is it?" questions. Meet at the Grass Roots. In case of rain we'll do nature activities inside.	Thurs., April 24 7-10 p.m. BASIC EQUIPMENT PART II Wil Henry will open his wood shop and help teachers to make balances, geoboards, sorting sieves, and other wooden things needing special tools. If you want to make something special, call ahead and we'll try to get supplies.	Sat., April 26 10 a.m.-2pm "GROWING UP GREEN" Explore the world of plants with Peg Hasch. Start a terrarium, find out ways to grow plants on a shoestring budget, and even build a mini-greenhouse. Bring cuttings to share and a large jar for a terrarium.
WEEK OF April 28-30	Nothing special scheduled for Monday, Tuesday, or Wednesday. Why not stop by and try one of the "hands on" displays? Call the Center if you'd like something special scheduled or if you have a group that would like to use the facilities.		

The Grass Roots Teacher-Parent Resource Center not only sponsors WORKSHOPS, but there is a STORE (good educational materials at discount prices), RECYCLE ROOM (manufacturers' discards for projects and games), IDEAS BANK (books, articles, magazines, and displays for browsing and "messing about"), SWAP SHOP (old games, dittos, and assorted junque for trading).

Memberships supporting the Center are available for $5.00. For more information, call Peg Hasch, Director, at (607) 753-2326.

IF YOU PLAN TO ATTEND, PLEASE DETACH & SEND OR DROP A NOTE TO:

NAME (Bring your friends) _____

ADDRESS _____

PHONE _____

Ms. Peg Hasch, GRASS ROOTS CENTER
Project Change, SUC at Cortland
Cortland, N.Y. 13045

MARCH	APRIL
Saturday March 1	Saturday April 5
Wednesday March 5	Wednesday April 9
Thursday March 6	(a.m. or p.m.)
Saturday March 8	Saturday April 12
Wednesday March 12	Thursday April 17
(a.m. or p.m.)	Saturday April 19
Saturday March 15	Wednesday April 23
Wednesday March 19	Thursday April 24

b. Academic Programs. The Grass Roots Center is an integral part of Project Change's academic program. It offers a special Saturday workshop-oriented course attracting 25 teachers each semester. It also provides the physical learning environment -- materials, work space, interest centers, information resources, meeting areas -- for the Project's Summer and Fall Institutes. In these ways, the Teachers' Center has provided a professional development experience for academic credit for over 150 teachers during the past academic year.

c. Vehicle for Grass-Roots Educational Reform. A major part of the Center's mission to support and stimulate a grass-roots movement among teachers and parents to improve the quality of education. It seeks to do this through:

*A Steering Committee responsible for planning, carrying out and publicizing the Center's programs; members of the 12- person Committee include local parents, representatives of community agencies, area teachers and teacher aides, faculty from the College's Campus school, and Project Change staff.

*Center Memberships. 109 teachers and parents have become members of the Grass Roots Center, contributing $5.00 a year to support of its activities.

*A Network of Teacher "Contact" Persons. Forty-two teachers serve as liason between the Grass Roots and their school -- responsible for informing their fellow teachers of Center activities and informing the Center of teachers' expressed needs and interests.

*Parent and Teacher Advisory Groups. These subcommittees meet to do the nuts-and-bolts planning for the programs designed especially for teachers or parents.

d. Resource or Meeting Place for College and Community Groups. A variety of groups at the College and in the community have requested and used the Center for their own purposes. These include:

*At the College: Project Change graduate and undergraduate courses in early childhood education, Campus School faculty and Parent-Teacher

Association, undergraduate student teachers, Faculty Women, directors of undergraduate residential living and learning programs, and the College's Annual Open Education Conference.

*In the community: The YWCA Nursery School, Cortland Child Development Center, Preble Day Care Center, Dryden School Teachers, Harpursville teachers, Homer School teachers, Groton School teachers, Elmira Committee to Develop a Teachers Center, the Oswego Area Council for Educational Development, a community crafts group, the New York State Migrant Child Care Conference, and the Region #9 Annual Administrators' Conference.

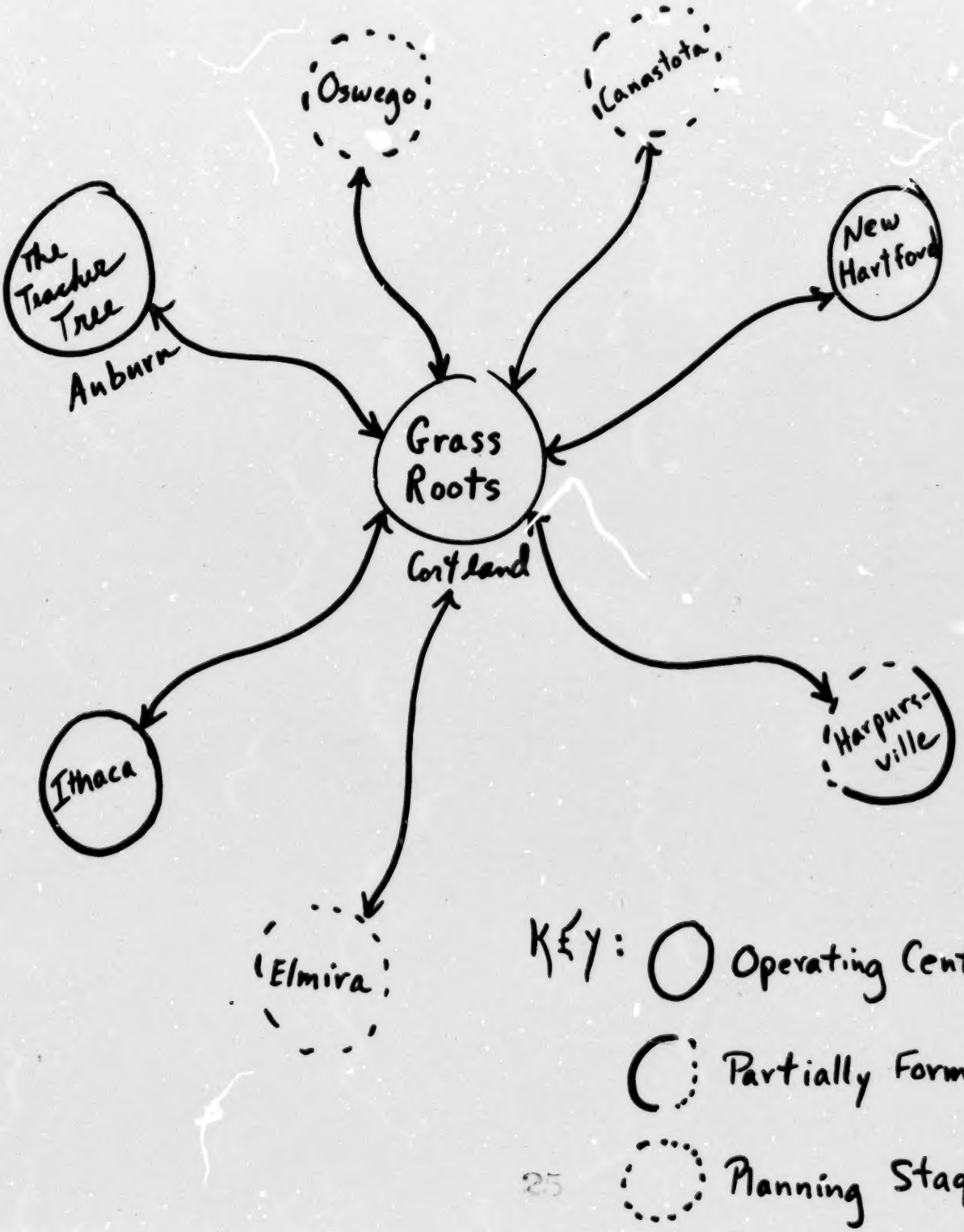
e. Recycle Center and Teacher-Parent Store. Through Volunteer help, the Grass Roots Center also offers a "Recycle Room" stocked with raw materials for teacher-made games and activities, including discards contributed by more than a dozen Cortland businesses and industries. Adjacent to this is a Teacher-Parent Store which sells good educational books and discount hard-to-get educational materials.

f. Advisory and Support Service to Budding Teachers' Centers in Central New York. The Cortland Grass Roots Center (see Fig. 12) has helped teachers starting small-scale centers in Elmira, Oswego, Ithaca, Harpursville, New Hartford, Canastota, and Auburn. In the case of the Auburn center, "The Teacher Tree," the Grass Roots Director co-authored a successful small State grant to support the center, secured a location in the Auburn YWCA, and co-directed its operation until local teachers were able to assume full responsibility for its leadership. Project Change is presently organizing a training session on proposal-writing for teachers from several different districts in Central New York who are interested in securing resources for sustaining their infant centers.

g. Publications. The Grass-Roots produces and distributes several publications written by its own staff and area teachers: The Mini-Book-A-Month (teacher-to-teacher sharing of classroom ideas), Recycle for Learning (sources and uses of scrap materials), Parents Plus Teachers=Learning (ideas for home teaching), What Looms Ahead (suggestions for classroom weaving projects with natural materials), and A Plentiful Packet of Practical Procedures for Record-Keeping.

Figure 1

Regional TEACHERS' CENTER Development



2. Selection of Target Schools for Long-Term Inservice Development

An objective of the Continuation Grant was to attempt to achieve greater impact by concentrating services on a smaller number of schools. During the 1974-75 year, Project Change has focused its efforts on four programs.

a. The Child Development Center Project. In July, 1974, Project Change became the Advisory Board for a Cortland Child Development Center providing all-day care for approximately 25 children of preschool age. The Project's responsibilities to this Center have included meetings on olicy and program matters with the Center's teacher-director and grant coordinator (funding is through the Appalachin Regional Commission) and in-service for development of the Center's program and staff. The latter has involved a field-visit by Project staff with a follow-up conference with Center teachers, several workshops and conferences for staff development, and consultants to the Center for special purposes such as redesign of indoor and outdoor space to increase the effectiveness of the learning environment.

b. The Rockwell Elementary School Project. Five teachers from Rockwell Elementary School in Nedrow, New York, came as a team to participate in the Summer 1974 Institute and again for the Fall Institute. We selected this group to test out a new approach to field advisory services. Rather than provide sporadic field consultation to teachers in many schools on request, we asked, what would be the impact of providing weekly visits and conferences for a small cluster of teachers in the same school over a period of several months? Would there also be a ripple effect on the climate of the school? Could the principal be involved in providing a supportive atmosphere?

Grant funds have secured released time for Susan Dalziel to work with the team of Rockwell teachers on this kind of intensive basis: providing classroom observation, demonstration teaching, help with materials and program development, and techniques whereby teachers can monitor the development of their own teaching and classrooms. The Rockwell experience will be documented and evaluated as a case study of one approach to field advisory services.

c. The Cazenovia Project. In November of this year, Project Change was approached by the new superintendent of the Cazenovia, New York, school district, who said that teachers in his district who had participated in Project Change urged him to seek wider involvement for the district as a whole. The Project staff met with the superintendent and the three elementary school principals from Cazenovia to discuss the possibilities. The superintendent subsequently wrote to propose:

> ...a collaborative relationship between the Cazenovia Central School and your university. I see mutual benefits to be accrued with a systematic, coordinated relationship between our two organizations. The public schools would receive resources from the university in the form of student teachers, administrative interns, faculty research, and university commitment for selected services. The school district would provide an amenable setting where university resources would join with an existing legitimated professional staff in developing and implementing educational activities in order to foster the professional performance of public school and university staff members.
>
> The question behind this relationship is this: Can increased and more intensive educational resources and expertise, articulated through a university/school collaboration, have an impact on the quality of instructional services in a local school district and the university experience for educators?

The Project staff responded with a proposal (see Table 2) for a "Weekly Professional Development and Planning Day" for Cazenovia Elementary School staff, to be implemented during the 1975-76 school year. The Project has also extended an invitation to faculty in the Education Department, Campus School, and Psychology Department to participate in the Cortland-Cazenovia Project should it become operational.

TABLE 2

CORTLAND-CAZENOVIA PROJECT:

PROPOSED PROFESSIONAL DEVELOPMENT

Components of Weekly Professional Development and Planning Day

* Weekly released time for staff for this function (recommended: all day Friday)
* Agenda mutually planned by Project staff and Cazenovia teachers and administrators to fit goals for staffs and district
* Variable, flexible program responsive to continuous evaluation by all participants
* School evaluation of effects of Professional Development and Planning Day on attitudes and behavior of staff and children
* Option for teachers to take professional development experience for 3-6 academic credits each semester.
* Professional Development and Planning Day Activities such as:

  * Diagnosis of program and staff needs
  * Workshops (one-shot or series) on topics such as:
    * classroom organization (effective use of time, space, materials)
    * implementing an integrated approach to developing communications skills (reading, writing, oral language)
    * developing a curriculum for thinking (applications of Piaget)
    * record-keeping procedures and techniques for observing children
    * organizing interest centers
    * using plants and animals in the classroom
    * activities that support children's moral development
    * reporting to parents
    * mathematics
    * crafts in the classroom
    * aesthetic education
  * Individual conferences
  * Materials-making
  * Faculty small-group sharing sessions (ideas, projects, materials, discussion of children's work)
  * Outstanding films
  * Field trips to exemplary programs
  * Exploration of community resources
  * Development on ongoing, on-site teacher resource center
  * Teacher-administrator dialogue

d. The Project Change-Dryden Schools Teacher Corps Project. Teacher Corps now has authority to support teacher education projects working with experienced school staff. Since November, 1974, Project Change has been involved in the development of a proposal for a two-year Teacher Corps Project with the elementary and junior high programs of the Dryden, New York, school district (a former participant in the EPDA training program). A series of meetings involving teachers, administrators, parents, Board of Education members, and Project Change staff has generated a timetable for developing a proposal to be submitted in January, 1976. The proposed project would have a focus on developmental moral education. Goals are to:

(1) Combine academic program and inservice for schools. Develop an approach to graduate teacher education that is centered on the inservice needs of working teachers and responsive to the program development needs of a school

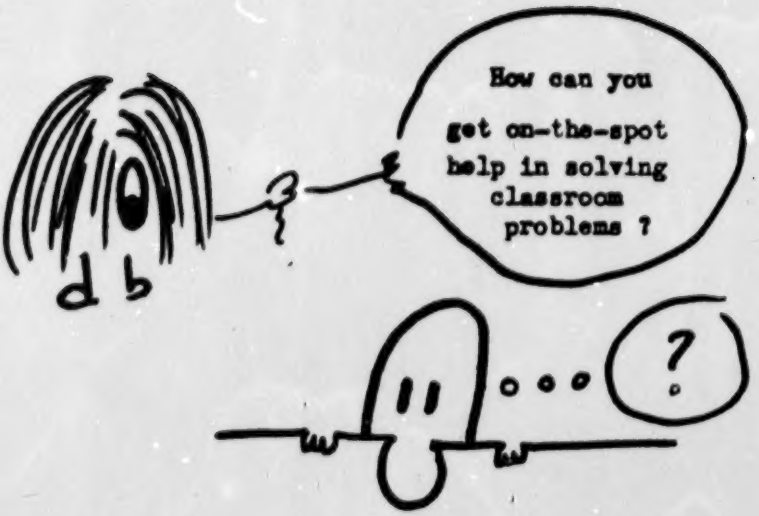
(2) Enable teachers and other school staff to develop the skills and strategies for creating a total school environment that supports children's passage through natural stages of social-moral growth (development of respect for self and others)

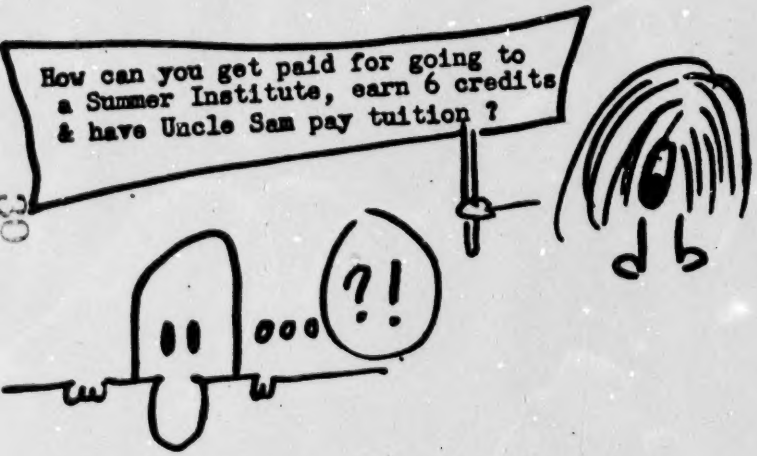
(3) In order to foster self-respect in children, diagnose and provide for children's needs for skill development in crucial learning areas such as language and communication

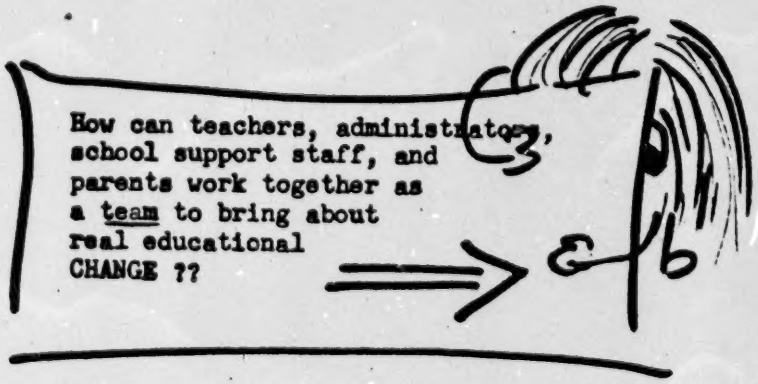
(4) Develop a Home-School Coalition of teachers, parents and administrators working together with the Teacher Corps staff to enhance learning opportunities for children at home and in school

- through collaborative efforts on a School-Community Council
- through increased parent participation in the life of the school
- through programs to support the parent's development as the child's teacher in the home
- through effective teacher-parent communication

(5) Develop an on-site Dryden Teacher-Parent Resource Center for workshops, materials-making, sharing of ideas, and other activities to support the ongoing development of good programs for children







Proposed Teacher Corps Focus:

DEVELOPMENTAL MORAL EDUCATION

FIGURE 3

TEACHER CORPS PROJECT

* Helping Teachers Help Children:

- progress through natural developmental stages of reasoning about the rights of others
* resolve conflicts in non-aggressive ways
- engage in cooperative learning projects
- develop positive feelings about their own worth as learners and persons
- participate in class discussions that create a sense of community in the classroom
- develop language skills needed for communication with others and positive self-regard

* Helping Teachers and Parents:

* Use discipline in a way that respects the child's dignity and motivates cooperation

* Helping Teachers, Parents, School Administrators & Support Staff:

- Develop a total school climate of mutual respect and support
* Work effectively as a team in developing school programs and priorities

(6) Demonstrate a Person-Centered Approach to Competency-Based Teacher Education

(7) Provide support for the principal to function as an instructional leader in the school

(8) Provide for developmental continuity as children move from elementary school to junior high

(9) Evaluate, document, and disseminate these efforts to other schools and teacher education programs.

D. SUPPORT OF DEMONSTRATION PROGRAMS FOR CHILDREN

1. Campus School programs. With matching funds from the New York State Council on the Arts, the Project's USOE grant supported a month-long "Poet in the Schools" program for children in the College's Campus School. Carol Burke, an Ithaca poet, spent several days involving children in creative writing activities which faculty and students from the Education Department were invited to observe. In addition to the experiences for children, Ms. Burke is offering a series of four workshops in creative writing for adults through the Grass Roots Teacher-Parent Center.

2. Grass Roots programs. Each month the Grass Roots Teacher-Parent Center offers active participation workshops that demonstrate activities that parents and teachers can do with their children. These have included sessions on kitchen arts and crafts, water play, making simple musical instruments, snow fun, and creative movement and have involved children and adults from both individual homes and child care programs in the community.

E. DISSEMINATION

The Continuation Grant has supported dissemination of the Project's programs in teacher education as well as dissemination of programs for children.

1. Dissemination of Teacher Education Programs

a. Ford Foundation Report. Project Change was visited by Richard Lacey, Education Program Officer of the Ford Foundation, as part of a nation-wide study being conducted by that Foundation on approaches to supporting the professional development of teachers. A description of Project Change's approach will be included in that study.

b. Chicago Center for New Schools Study. Project Change is included in a study of centers for educational change being carried out by the Chicago Center for New Schools for the National Institute of Education. The Chicago group has projected a 3-day field visit to the Project and is profiling Cortland's program

in a national directory of organizations providing technical assistance to teachers and schools.

c. Mailings of materials on Project Teacher Education Programs. The Project has responded to over 150 requests from individuals, schools, and colleges for information describing the Project's approach to teacher education. In addition, there has been a general mailing to all Early Childhood Bureaus of State Education Departments around the country and Early Childhood or Elementary Education programs at colleges and universities. (This mailing includes a document explaining the Project's "Person-Centered Approach to Teacher Education," flyers on Project publications, a copy of the Mini-Book-A-Month, and an article on the Project, "The Teacher as Change Agent," from American Education magazine.)

d. Slide-Tape Presentation on the Grass Roots Teacher-Parent Center. This fall the Project prepared a 7-minute slide-tape presentation showing how people use the Grass Roots Resource Center. This has been shown to groups here at the college and to teachers in a number of area schools. A permanent copy of the presentation has recently been requested by the Oswego Council for Educational Development, involved in starting its own center, and by the president of a teacher college in Australia.

2. Dissemination of Programs for Children

a. Open Education Conference. Co-sponsored by the Campus School, the Education Department, and Project Change, the College's third annual Open Education Conference last October 10 & 11 drew hundreds of regional educators to workshops, exhibits, and theme speeches on how to develop good educational programs for 3-12-year old children.

b. Mini-Book-A-Month. This publication, written by teachers for other teachers, goes to all schools in Central New York and to individuals and schools in more than 20 states.

c. The Thinking Book. A collection of teacher-designed and international thinking games, this resource has been purchased by over 700 teachers and teachers' centers in the Northeast. Its publication is supported by the Open Education Foundation, operated jointly by Project Change, the Campus School, and the Education Department on the basis of surplus revenue from the Open Education Conference.

d. Record-Keeping Packet. Prepared by Susan Dalziel, this is a packet of techniques that teachers can and have used to observe children and record their behavior and learning in an informal classroom situation. It also includes methods for reporting to parents. It is now being regionally and nationally advertised.

e. Educational Alternatives. The second edition of this publication is now being prepared by a team of editors from the Project, Campus School, and Education Department. Published by the Open Education Foundation, it gathers together the best material from the College's Open Education Conference. Over 1000 copies of the first edition were sold to individuals, schools, and college libraries across the country.

f. Workshops on programs for children. The Project Change staff continue to do workshops on request throughout the year for area schools. Invited presentations have also been done this year for the Bureau of Child Development and the Bureau of Psychological Services of the New York State Education Department.

III. Evidence of Completion of Training Developments

During the 1972-73 training year, a formal research evaluation was carried out on three aspects of the Project's programs: (1) the effectiveness of the graduate courses in early childhood education, as rated by teacher participants on the Hartley-Hogan Course Evaluation Questionnaire; (2) the extent to which the Project training experience contributed to the development of an informal classroom teaching style: and (3) the degree to which Project Change teachers assumed leadership roles in their home schools.

The results of this evaluation were favorable on all three counts and are reported in full in the monograph, "Project Change: An Evaluation," to be included in the Project's Final Report to USOE at the termination of funding. What follows is a summary of the conclusions of that section of the report dealing with the teaching style of Project trainees and graduates and with their role in the school as agents of change:

> Two major objectives of Project Change were measured with three instruments. The first objective was to develop an informal teaching style in Project teachers, and this goal was measured by two instruments, the Observation Rating Scale, and the Teacher Questionnaire. The Observation Rating Scale used judges to observe in each teacher's classroom, and the Teacher Questionnaire required a self-report. The second objective was

to develop teachers that had an impact on their schools, who would be leaders for change. The staff developed an instrument called the Total Teacher Profile which measured the extent of each teacher's professional involvement outside the classroom and also assessed the changes for which each teacher felt personally responsible.

Three groups of teachers were measured with these instruments: the Project Graduates, the Project Fellows(in training) and a control group of exemplary teachers from randomly selected schools in upper New York State. The data analyses showed that the Project teachers, both Graduates and Fellows, had developed an informal teaching style, while the control teachers who were considered excellent by their principals, did not. This finding was further validated by the results from the Teacher Questionnaire which showed that the Project teachers viewed themselves as teaching with an informal style, while the control teachers did not.

The extent of teachers' professional involvement was measured by the Total Teacher Profile, and it was found that Project teachers were more involved in all the activities surveyed (see Table 3). The final item of the Total Teacher Profile asked for the number of changes for which a teacher felt responsible. That the quality of the responses for the Project teachers is superior to that of the control teachers is clearly demonstrated in a comparison of one of the best answers in the control group to one of the best answers in the Project group:

> Control: "Changing from group instruction to individualized instruction in reading and math. Changing from grade designations to levels in reading and math. Changing format of our report card to reflect the above changes in our instructional practices."
>
> Project: "Attitudinal change toward Open Education. Attendance of whole school at Open Ed Conference. Sharing materials and ideas for concrete experiences in classrooms.

> Acceptance of my motor development program - gave workshop which received excellent evaluation from 30 teachers. Awareness of Piaget's theories: coordinated a six-week workshop series for 12 teachers in Weedsport and 17 teachers in Port Byron. Helped recruit and train 12 volunteer parents for new kindergarten teacher's program. Apprized the members of the Board of Ed as to my program and Project Change.
>
> Aided and abetted Peggy Hasch as this year's Project Change agent by substituting so teachers could visit other schools, getting 14 teachers to exhibit at the Open Ed Conference, and giving moral support throughout the year."

It would appear, then, that Project Change is reaching its goal of developing teachers with an informal teaching style who are at the same time involved in leadership activities that result in educational change.

TABLE 3

Comparison of Project Change Graduates and Fellows with Controls on Total Teacher Profile

	Controls	Project Graduates	Project Fellows
Item 1 (Conferences attended)	27% (18)	32% (21)	41% (27)
Item 2 (Workshops Attended)	4% (9)	31% (71)	65% (150)
Item 3 (Courses taken, past 2 yrs)	28% (27)	11% (11)	61% (59)
Item 4 (Member, Ed Organizations)	24% (17)	39% (27)	37% (26)
Item 5 (Meetings attended, item 4)	29% (30)	31% (33)	40% (42)
Item 6 (Member, Ed committees)	16% (5)	19% (6)	65% (20)
Item 7 (Subcriptions to Professional Magazines)	19% (10)	37% (19)	44% (23)
Item 8 (Leadership positions)	8% (2)	46% (11)	46% (11)
Item 9 (Presentations, board of ed)	5% (1)	35% (7)	60% (12)
Item 10 (In-service courses taken)	45% (5)	45% (5)	9% (1)
Item 11/12 (Articles written)	0% (0)	41% (14)	59% (20)
Item 15 (Publicity produced for school)	12% (14)	34% (40)	54% (64)
Item 17 (Professional days used)	12% (8)	45% (29)	43% (28)
Item 19 (Workshops conducted)	1% (1)	64% (105)	35% (57)